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ONTARIO

Department of Education

Regulations, Examinations, and Courses of Study

OF THE

Normal Schools

OF

Ontario

FOR

FIRST CLASS CERTIFICATES

Session 1939-1940

PRINTED BY THE ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO
Printed and Published by T. E. Bowman, Printer to the King's Most Excellent Majesty
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REGULATIONS, EXAMINATIONS, AND COURSES OF STUDY

FOR

FIRST CLASS CERTIFICATES

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IMPORTANT NOTICE

Before an applicant is finally admitted to a Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 will be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which he is to present himself for the medical examination.

In the event of the rejection of the applicant in consequence of the medical examination, the fee will be refunded and the actual cost of transportation both ways between the Normal School and the applicant's home will be paid by the Department of Education.

REGULATIONS AND EXAMINATIONS FOR FIRST CLASS CERTIFICATES

1. The courses for Interim First Class certificates are given at the Normal Schools at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, Toronto, and the University of Ottawa and at the rural and the urban schools which are used as practice schools in connection therewith.

CONDITIONS OF ADMISSION

2. For admission to the Interim First Class course, the applicant shall submit with his application *one* of the following:—

(1) Certificates that he has passed the Middle and Upper School Departmental examinations under former regulations.

(2) A certificate that he holds from a British University a degree approved by the Minister as to standard and content of the courses.

(3) Certificates that he has passed the Departmental examinations under the present regulations as follows:—

(*a*) Middle School—

English (Literature and Composition), Algebra, Geometry, Canadian History, Ancient History (or Art or Music), Physics (or Agriculture, Part I), Chemistry (or Agriculture, Part II).

NOTE 1—A certificate of having obtained 40 per cent. on a paper in any one of the following Upper School subjects will be accepted in lieu of credit for the corresponding Middle School paper:

English (Literature and Composition),
Algebra, Geometry, Chemistry.

NOTE 2—The Junior certificate issued by the Toronto Conservatory of Music in History and Harmony, or in any practical subject other than Sight-Singing, together with the required Theory, will be accepted in lieu of the Middle School certificate in Music.

(*b*) Upper School—

English (Literature and Composition), History;
any two of Algebra, Geometry, Trigonometry; and
any two of Latin, Greek, French, German (or Spanish), Biological Science (Botany and Zoology), Physical Science (Physics and Chemistry).

NOTE 1—The third mathematical subject or the Intermediate certificate issued by the Conservatory of Music in any practical subject other than Sight-Singing, together with the required Theory, may be substituted for either Physics or Chemistry.

NOTE 2—For admission to the First Class course in 1940-1941 the Upper School requirements (Section 2 (3) (b) above) will be as follows:

English (Literature and Composition), History;
Six credits from the following, one at least of which shall be in Mathematics and one at least in Science.
Mathematics: Algebra (1) Geometry (1) Trigonometry (1);
Science: Botany (1) Zoology (1) Physics (1) Chemistry (1);
Language: Latin (2) Greek (2) French (2) German (2) Spanish (2);
Music: The Intermediate certificate of the Conservatory of Music in any practical subject other than Sight-Singing together with the required Theory (1).

OTHER REQUIREMENTS

3. Each applicant for admission to a Normal School shall also submit on official forms to be supplied to him on application to the Deputy Minister, the following documents:

(1) A statement signed by himself that he applies for admission to a Normal School with the intention of teaching at the earliest opportunity.

(2) A statement that, if successful in obtaining a teacher's certificate, he will teach thereon in the Provincial Schools of Ontario for at least the first year of his teaching experience.

(3) A certificate from competent authority that he is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, that the applicant will be at least eighteen years of age before September 1st of the following year.

(4) A certificate from a clergyman or other competent authority that he is of good moral character.

APPLICATION FOR ADMISSION

4. (1) Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 25th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course for which he is an applicant. Without this card he will not be admitted.

(2) Candidates who have appealed against the results of the mid-summer examination should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

SESSIONS, TERMS, AND VACATIONS

5. (1) (*a*) The sessions of the Normal Schools for 1939-1940 will begin September 12th at 9 a.m. and end June 7th and will be divided into two terms, the first from the beginning of the session in September to the beginning of the Christmas vacation; the second from the close of the Christmas vacation until the close of the session.

(*b*) On application to the Deputy Minister, teachers-in-training who are required to re-attend, may enter at the beginning of the second term and shall remain until the close of the session in June.

(*c*) Teachers-in-training who, through sickness or for other reasons satisfactory to the Minister, were prevented from completing their courses at a previous session, will be permitted to enter at a special date to be determined in each case by the Minister.

(2) There shall be two vacations as follows:—At Christmas, beginning on December 22nd and ending January 3rd, and at Easter, beginning on Good Friday and ending on the second Monday thereafter.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

DUTIES OF STAFF

6. (1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Normal School shall prescribe the duties of his staff and be

responsible for the efficiency of the Normal and the Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision, the Principal shall inspect the Normal and the urban and the rural practice schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Director of Professional Training at his official visit. In the event of immediate action by the Department being necessary in any case, the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, Normal School masters, to be designated by him each year, shall visit, in company with the Public or Separate School Inspector, rural schools in the district in which the Normal School is situated. Such masters shall submit, within a fortnight thereafter, a report of their observations for the consideration of the Minister and the staff of the Normal School.

(4) Subject to instructions from the Minister, each member of the Normal School staffs may be required to take part in the work of the Teachers' Institutes on such dates as the Minister may arrange.

(5) (*a*) Concerted work on the part of the Normal and the practice schools shall be secured by frequent conferences of the staffs of both schools.

(*b*) Especially at the beginning of each session, the Normal School master who takes the Science of Education and the other members of the Normal School staff shall discuss with the staffs of the practice schools the subject of General Method and Child Study, and both staffs shall organize and conduct the work of observation and practice-teaching so as to secure a proper co-ordination between it and the principles of General Method as developed in the Normal School classes.

NOTE:—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in observation and practice-teaching, but rather to establish an intelligent connection between theoretical principles on the one hand and their practical applications on the other.

(6) When, notwithstanding the certificate prescribed on page 4, a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such a teacher-in-training, and, as a result thereof, may direct the Principal to cancel his admission.

(7) The Principal may, at any time during the session, dismiss from the school teachers-in-training who, in his judgment and that of the staff, are lacking in scholarship, personality, or other qualities desirable in a teacher, or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

7 (1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) For the welfare of the women teachers-in-training, the Minister will appoint at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the women students for consultation and advice.

TEXT-BOOKS

8. (1) The academic text-books which form the bases for the professional work in the various courses shall be as follows:—

(*a*) First Class: The text-books prescribed for the courses of study in Grades I to X.

(2) The professional text-books are those whose titles are printed in italics in the Courses of Study.

LIBRARY

9. Under the direction of the Librarian and the other members of the staff, the library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, the principal magazines and educational journals, and an adequate number of copies of each of the most important professional books of reference. The library is also supplied with tables for reading and study.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

10. (1) Religious instruction is provided by local clergymen of the different denominations.

(2) A literary society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the course of study. All the teachers-in-training shall become members of this society, and shall attend the meetings regularly. The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

For First Class Certificates

11. (1) The courses of study for Interim First Class certificates shall consist of the following as defined herein:—

Group I.

Science of Education; School Management; Speech, Reading, and Literature; Composition, Grammar, and Spelling; Mathematics; Social Studies; Science, and Agriculture; Art, Writing, and Music; Health, and Physical Training; Manual Training and Home Economics.

Group II.

Observation and Practice-teaching in the various Grades of the urban and rural practice schools, including the Kindergarten.

Group III.

Library Methods, Religious Instruction, and the work of the Literary Society.

(2) Concurrently with the special methodology of the courses, there shall be a review from the standpoint of pedagogy of the academic subjects of the course of study of the Public and Separate Schools.

MODIFICATION OF THE COURSES

12. (1) The course in Reading shall include oral practice therein in the Literature class throughout the whole of the session.

(2) In the case of teachers-in-training who require additional provision, the course in Writing shall be accompanied and followed by home exercises directed and examined by the master so long as he may deem it necessary.

(3) The course in Spelling shall be taken up at the beginning of the session and shall provide for the instruction and the guidance of the teacher-in-training in self improvement in this subject.

(4) In the oral examinations and exercises in Vocal Music the instructor shall give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact shall be stated on his certificate.

ORDER AND GROUPING OF THE COURSES

13. (1) The principle of correlation shall be kept constantly in view as being of special importance in organizing the work of the several departments of the Normal School as well as in dealing with the methodology of the Public and Separate School Courses of Study.

(2) The courses in Science of Education, School Management, and the methodology of the several subjects on the Public and Separate School Courses of Study shall be organized and arranged by the Principal at the beginning of the school year, subject to the approval of the Director of Professional Training.

(3) The course in the methodology of each subject shall emphasize:—

(*a*) The selection of subject matter from the standpoint of the mental ages and interests of pupils in the several grades.

(*b*) The presentation of selected matter in such a way as to exercise the normal learning activities of pupils in the several grades.

(*c*) The content of the Courses of Study for Public and Separate Schools from the viewpoint of pedagogy.

APPORTIONMENT OF TIME

14. The programme of instruction for each class in the course, exclusive of observation and practice-teaching, will require about twenty-five periods of forty-five minutes each weekly, or the equivalent thereof, during the session. The total number of periods for each subject shall be as nearly as practicable as indicated below. The length of each period shall be subject to the approval of the Director of Professional Training.

(1) The class periods shall be distributed among the various courses for the Interim First Class certificate, exclusive of observation and practice-teaching, approximately as follows: Science of Education 60; School Management 40; Speech, Reading, and Literature 100; Composition, Grammar, and Spelling 80; Mathematics 70; Social Studies 70; Science, and Agriculture 100; Art, and Writing 70; Music 50; Manual Training 40; Home Economics 40; Health and Physical Training 70; Library 10; Religious Instruction 30.

OBSERVATION AND PRACTICE-TEACHING

15. (1) In order that the teachers-in-training may begin early the observation and the practice-teaching activities, an introductory course shall be taken up as follows:

(*a*) As soon as the initial organization of the school is completed one lesson a day to a total of ten lessons shall be devoted to the general study of lesson planning by the master who has charge of the Science of Education. The elementary, one-period, lesson-unit only will be examined at this time, the study of drill, review, enterprise and other continuous and more complex types being reserved until the teachers-in-training have gained some background of experience. During the same

time other masters will devote from two to five periods to illustrating by examples the application of the scheme of lesson planning, agreed upon by the staff-in-council to the subject or subjects of which they have charge. The following aspects of lesson planning will be stressed — motivation; equation of subject matter in difficulty and amount with the grade-age; clarity and vividness in presentation; development as the reconstruction of experience; pupil participation and self activity; organization and consolidation of the new experience.

(*b*) Beginning sometime during the second week and continuing for about two weeks, a supervised series of from eight to ten demonstration lessons illustrating the application of the elementary one-period lesson plan to the teaching of various subjects shall be given in different grades of the practice schools. Each of these lessons should be discussed with the teachers-in-training by the Normal School master in charge of the subject concerned.

(2) Later in the term the master in charge of the Science of Education will take up the study of more complex methods of lesson planning—drill; review; seatwork—recitation; continued topic; contract-assignment; enterprise—in connection with demonstration lessons taught in the practice schools and by the Normal School masters.

(3) Teachers-in-training shall be divided into suitable groups and the work of observation and practice-teaching shall be taken up systematically according to a time-table arranged by the Principal. At least that group to which the teacher-in-training belongs shall be present at the discussion of his observation and practice-teaching lessons.

(4) Observation and practice-teaching lessons for each teacher-in-training shall be arranged so as to cover in as many subjects as possible the works of the Kindergarten and Grade I to X, and shall be arranged as nearly as possible to progress from grade to grade in either ascending or descending order from the grade in which each teacher-in-training begins.

(5) The first five practice-teaching lessons taught by each teacher-in-training shall be prepared in consultation with a Normal School master or a Practice School teacher. Every care shall be taken to ensure the reasonable success of these initial efforts in order that the teacher-in-training may develop confidence. Thereafter the extent of assistance to be rendered in the preparation of practice-teaching lessons is to be gradually but not abruptly diminished.

(6) Unless otherwise provided each teacher-in-training after practice-teaching has begun shall write one directed observation per week and teach one lesson per week under the supervision of accredited practice-school teachers, to a total of not fewer than 15 practice-teaching lessons exclusive of the five specified in subsection (5).

(7) The Principal shall arrange with the local Board and the local City Superintendent or the local City Inspectors, as the case may be, to make provision during the second term for two non-contiguous weeks of continuous observation and practice-teaching in class-rooms throughout the city under the charge of teachers who are capable of affording guidance.

The Principal shall also arrange with the County Inspectors of the neighbourhood and of the home counties of teachers-in-training to make provision for continuous observation and practice-teaching during the week following the Christmas Vacation and during the week following the Easter Vacation in rural schools under charge of teachers who are capable of affording guidance. Any expense incurred by teachers-in-training during the four weeks of continuous observation and practice-teaching will not be borne by the Department. Every effort, however, shall be made to place teachers-in-training in such schools as will involve a minimum of expenditure for transportation. They shall also be advised to make economical arrangements at their boarding houses.

Each teacher-in-training shall as far as possible be placed in four different schools during the four weeks of continuous observation and practice-teaching. During this period he shall undertake such duties as opening and closing schools, marking the register, checking class exercises, supervising seatwork and play-ground activities. He shall also teach two lessons on the second day, four on the third day, and take full charge of the school under supervision of the teacher during the remainder of each week.

(8) Assignment of practice teaching lessons referred to in subsection (6) shall be made by the accredited practice-school teachers subject to the supervision of the Principal and members of the staff of the Normal School. Observation lessons referred to in subsection (6) shall be assigned to the accredited practice-school teachers by the Principal who shall make provision for the presentation of various types of lessons as well as for the presentation of various subjects throughout the grades of the Public School. Teachers-in-training shall submit lesson plans for the practice-teaching and written reports on the observations referred to in subsection (6) to the Normal School Principal who shall forward these for checking to the respective accredited practice-school teachers in charge. In case of lessons referred to in subsection (7) plans and reports shall be submitted as directed by the Principal.

The Principal and Normal School Staff-in-Council shall arrange for the systematic attendance of Normal School Masters at the observation and practice-teaching lessons referred to in subsection (6) and (7). As far as possible the practice-teaching of each teacher-in-training shall be seen by at least two members of the Normal School staff. The practice-teaching of each teacher-in-training whose progress is considered unsatisfactory shall be seen and valued by at least four Normal School Masters and by the Principal of the Normal School.

(9) At the close of school the work shall be discussed by the practice-school teachers, the teachers-in-training, and the Normal School masters when present, with reference to the application of principles of teaching and to the management of the classes. The valuation of the lesson shall be determined by the practice-school teacher or by the master in conference with the practice-school teacher. The teacher-in-training shall be given no information as to the marks assigned to the lessons.

(10) The maximum marks assigned to each practice lesson and to each written lesson report shall be 100. When more than one lesson is taught in a day, each shall be valued on the basis of 100, up to a maximum of four lessons. If more than four lessons are taught, the best four shall be valued.

A record of the valuations assigned all practice-teaching lessons of each teacher-in-training shall be made on a graph sheet furnished by the Department as well as in the record book of the Normal School. Marks assigned by accredited practice-school teachers and marks assigned by Normal School Masters are to be severally designated. On a date to be specified near the close of the term the graph record sheet of the practice-teaching of all teachers-in-training shall be furnished to the Department together with the sessional records by each Normal School.

SESSIONAL RECORDS

16. (1) The Sessional Records shall consist of the records of the oral and the written class tests, the practical work, the practice in valuing answer papers of practice school pupils, and, where held, the term examinations in the subjects.

(2) The general attitude of the teacher-in-training towards the work, his adaptability to teaching and the probability of his future success as a teacher shall be taken into consideration in determining his sessional standing.

(3) A teacher-in-training who in any subject obtains 66 per cent. of the marks assigned to that subject on the sessional records for term work, class tests, and term examinations may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

First Class Final Examinations

17. (1) The final examination paper in Group I will be prepared by the Department and will be uniform for all the schools. The answer papers will be read in the Department by a committee selected from the Normal School staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for observation shall be 500, and for practice-teaching 1,000.

18. (1) A teacher-in-training who holds the entrance requirements to the First Class course and who at the final examinations obtains 60 per cent. of the marks in each subject of Group I, and 60 per cent. of the marks in each of the divisions of Group II may, on the recommendation of the staff, be granted an Interim First Class certificate valid for four years.

(2) A teacher-in-training who holds the entrance requirements to the First Class course and who fails in not more than four subjects of Group I, and who passes in Group II, may be exempted from further attendance and may complete his standing for an Interim First Class certificate by rewriting together at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which he failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing shall be required to repeat the course by attendance at a subsequent second term beginning after Christmas vacation.

(4) Candidates who for any cause are required to attend another session, in whole or in part, shall make application to the Deputy Minister for a card of admission.

19. (1) Candidates who hold Interim or Permanent Second Class certificates may, if academically qualified, obtain Interim First Class certificates by passing the final written and practical examinations of the course for Interim First Class certificates in Mathematics; Speech, Reading, and Literature; Science and Agriculture. Such candidates should apply to the Deputy Minister for permission to take these examinations, should give the number and date of their Interim Second Class certificate, and should submit certificates showing that they have passed the Upper School Departmental examinations.

NOTE:—Completing candidates under former Regulations will write on Mathematics in place of Algebra and Geometry; Speech, Reading and Literature in place of Advanced English; Science and Agriculture in place of General Science. These changes are being made because of recent radical modifications in the Public School Programme of Studies.

(2) (*a*) Candidates who hold High School Assistants' certificates may qualify for Interim First Class certificates by attending a Normal School for the second term passing the final examinations in Group I of the course for Interim First Class certificates and satisfying the examiners that they are able to teach these subjects.

(*b*) After three years' successful teaching experience in a Public, Separate, or Continuation Grade B or C school, candidates who qualify under this regulation will be granted Permanent certificates on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained.

(3) Candidates who have been exempted by the Minister of Education from attending a Normal School on account of equivalent training in other provinces or

countries and who are required to write on the final Normal School examinations for Interim certificates shall take all final examinations in the subjects of Group I and shall also satisfy the examiners by teaching and other tests that they are competent to direct the practical work in the subjects covered by the certificate for which they are candidates. These examinations may be taken together at one annual examination or separately at different annual examinations.

(4) The pass standard for all candidates exempted from attendance is the same as that for teachers-in-training in attendance, but no allowance shall be made for sessional work.

(5) The final examinations in Vocal Music and Physical Education for candidates exempted from attendance may include written tests, and also practical tests, to each of which 100 marks shall be assigned.

(6) Candidates exempted from attendance shall take their practical tests in Group II at such times during the session as may be decided upon by the Principal. They shall take their examinations in the subjects of Group I on dates set apart for the examination of candidates in attendance. The time-table for the written examination will be issued in April.

(7) Candidates who hold British Teachers' certificates obtained after two years' attendance at a Teachers' Training College and whose academic standing is accepted by the Minister of Education as the equivalent of that required for admission to the First Class course may qualify for Interim First Class certificates by passing the Normal School First Class written and practical examinations in the subjects of Group I.

PERMANENT CERTIFICATES

20. The Regulations regarding Permanent certificates are contained in Circular 72, which may be obtained on application to the Department.

APPEALS

21. A candidate who has passed in Practice-Teaching, but has failed at an examination for a First Class certificate may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

NORMAL MODEL SCHOOLS

22. (1) The terms of the Normal Model Schools at Ottawa and Toronto shall correspond with those of the Public and Separate Schools. The Regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) In the discharge of their duties, the assistant teachers of each Normal Model School shall be subject to the authority of the Headmaster of the Normal Model School, who shall himself be subject to the authority of the Principal of the Normal School and responsible to him for the management and efficiency of the school under his charge.

URBAN AND RURAL PRACTICE-SCHOOLS

23. (1) The Principal in co-operation with the local Board and the local Superintendent or Inspectors, as the case may be, shall select from the staff of the practice-school or practice-schools set apart for that purpose, or from the schools at

large throughout the city and from the rural schools of the neighbourhood teachers of experience and sound judgment who shall be known as accredited practice-school teachers and who shall have in charge the observation and practice-teaching lessons referred to in section 18 (6) and whose valuations together with those of the Normal School Staff alone shall be considered in determining the final standing of teachers-in-training in the subjects of Group II.

(2) The Principals and teachers of the urban and rural practice schools shall be subject to the authority of the Principal of the Normal School concerned for the purpose of the Normal School only, and shall discharge the duties required by the regulations of the Department to the satisfaction of the said Normal School Principal. In the event of any dispute between the Principal of the Normal School and any Principal or the teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(3) Every teacher in charge of a class-room set apart for observation and practice-teaching, shall receive the teachers-in-training into his or her class-room for the aforesaid purposes, and all teachers concerned in any way in the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(4) The Principal of the Normal School shall be permitted on consultation with the principals of the practice schools to arrange the time-table and such other practical details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

SPECIAL PROVISION FOR THE NORTH BAY NORMAL SCHOOL

24. (a) At the North Bay Normal School the Department of Education will assist teachers-in-training who have been in attendance and whose ordinary places of abode are in the Districts of Ontario by refunding to each teacher-in-training the cost, in excess of Five Dollars, of the railway or boat fare from his home to the school in September and to his home at the close of the session in June.

COURSE OF STUDY FOR INTERIM FIRST CLASS CERTIFICATE

SCIENCE OF EDUCATION

1. *Simple lesson planning.* (1) Planning the simple, one-period, teaching lesson from an objective analytic study of observation and demonstration lessons. (2) Discovery of essential principles: motivation, immediate and continuous; equation of subject matter in quality and quantity with grade interest and grade ability; clarity and vividness in presentation; procedure in questioning; pupil participation and self activity; organization of new experience.

2. *Behaviour.* (1) Unplanned, trial-and-error behaviour. (2) Intelligent or planned behaviour. (3) Levels of planning: The simple recall of particular experience; the reconstruction of particular experiences; the induction-deduction of general ideas and ideals. (4) Executions of plans: Instinctive tendencies; emotional drives; volitional controls; habits and skills.

3. *Complex lesson planning.* (1) Habit or skill forming lesson; subsequent drill lessons. (2) Particular knowledge or continued topic lessons; subsequent review lessons. (3) General knowledge lesson; subsequent application lessons. (4) Attitude forming lessons. (5) Seatwork-recitation-seatwork or rural school type. (6) Project or enterprise type. (7) Contract-assignment type.

4. *Mental age.* (1) A study of characteristic mental abilities at successive grade ages in drawing, number work, memory-span, vocabulary, relations of difference and similarity, etc., through the study of any age-scale, intelligence test. (2) Variations between mental and chronological age. (3) Treatment of backward and accelerated pupils. (4) Emotional development at successive grade ages. (5) Volitional development at successive grade ages: Discipline and the mechanics of control; ideals and self control; control and deliberative thinking.

5. *Educational health.* (1) Mental conflicts: Among instinct-emotions; between reality and ideals; suppression; sublimation; integration. (2) Mental disturbances and remedial treatment: Over introversion, daydreaming, shyness, sulkiness, etc.; over extroversion, fighting, truancy, stealing, tantrums, etc.; perversions, tics, cruelty, boastfulness, destructiveness, attention-seeking activities, etc. (3) Mental integrity: out-turning of interests; personal and social attitudes; purposes and ideals; deliberation and adjustment to reality.

6. *Philosophy of Education (Optional).* (1) Education as growth; proper mental diet and exercises. (2) Educational aims. (3) Educational agencies. (4) Purposes and processes of formal education.

Books of Reference:

Ontario Normal School Manual: *Principles of Method.*
Ontario Normal School Manual: The History of Education.
Adams: Recent Development and Modern Tendencies in Education.
Bagley: The Educative Process.
Bagley: Standard Practices in Teaching.
Ballard: The New Examiner.
Drummond: The Child, His Nature and Nurture.
Fletcher: Psychology in Education.
Hughes and Hughes: Learning and Teaching.
Kilpatrick: Foundation of Method.
Lane: A Teacher's Guide to the Activity Plan.

Lincoln and Workman: Testing and the Uses of Test Results.
Mead and Orth: The Transitional Public School.
Monroe and Streitz: Directing Learning in the Elementary School.
Morgan: The Psychology of the Unadjusted School Child.
Myers and Williams: Education in a Democracy.
Nunn: Education, its Data and First Principles.
Pressey: Psychology and the New Education.
Sandiford: Educational Psychology.
Strager et al: Principles of Teaching.
Symonds: Mental Hygiene of the School Child.
Thorndike: Principles of Teaching.
Tiegs: The Management of Learning in the Elementary Schools.
Wallin: Personality Maladjustments.
Yoakam and Simpson: An Introduction to Teaching and Learning.

SCHOOL MANAGEMENT

1. *Classroom management*: Assembly and dismissal; cloakroom supervision; treatment of late arrivals; treatment of absentees; permissive retirements and other activities; class control; direction of questions and reception of answers; treatment of misdemeanors; group recitations and group activities; personal appearance of teacher and pupils; classroom tidiness.

2. *General management*: Lavatory supervision; playground supervision; coming to and going from school; class and school excursions; school exhibitions; school fairs; school concerts; inter-school athletics.

3. *Business management*: Engagement contract; recourse on unjust dismissal; school days and holidays; text books regulations; school visitors; school grants, general, special.

4. *Records and reports*: Daily register; general register; duties of teacher re annual report; Age-Grade report; S. A. 2 reports; special grant reports—fifth classes, art, music, agriculture, auxiliary units; catalogue—library, equipment; report on Entrance candidates.

NOTE:—To afford the teachers-in-training adequate practice in filling in the above reports the master in charge of School Management is advised to secure from the Department: Specimen pages from the register; printed directions; specimen contracts; S. A. 2 report forms; Grade-Age report forms; etc.

5. *The Time-Table*: Apportionment of time among various subjects; special occasions and conditions; class time-tables in graded schools; time-tables in rural schools; teacher's day-book of work.

6. *School organization*: Grading of pupils; method of classification; promotions; types of examination; the special pupil, handicapped, backward, accelerated, foreign.

7. *The first day in school.*

8. *The school plant*: The buildings; the play ground; classroom accommodation, size, lighting, heating, blackboards, cloak-rooms, etc.; equipment; care of school; care of equipment.

9. *Management of social relations*: Professional loyalty, personal dignity; securing the co-operation of pupils; relations with others in the school, principal, teachers, pupils, the inspector, the board; relations with parents, acquaintanceship, dealing with complaints; relations with the community, home and school clubs, boarding house, neighbourhood feuds, political and religious differences; personal welfare, health, worry, professional progress.

Books of Reference:

Ontario School Acts.
Regulations and Courses of Study of the Public and Separate Schools.
Ontario Normal School Manual: School Management.
Ayres et al: Healthful Schools.
Bagley: Class Management; Discipline.
Barner: Rural School Management.
Bennett; School Efficiency.
Bogoslovsky: The Ideal School.
Brown: Problems in Classroom Management.
Cubberley: The Principal and His School.
Dougherty, Gorman and Phillips: Elementary School Organization and Management.
Freeland: Modern Elementary School Practice.
Inspectors of Ontario: The Training of Teachers in Service.
Kennedy: The Teacher in the Making.
Lane: Teachers' Guide Book to the Activity Programme.
Lowth: Everyday Problems of the Country Teacher.
Lowth: The Country Teacher at Work.
Mead and Orth: The Transitional Public School.
Department of Education: Plans for Rural School Building.
Pullian: Extra Institutional Activities of the Teacher.
Wolford: Modern Education in Small Rural Schools.

SPEECH READING AND LITERATURE

1. *Primary School stage.* (1) Reading-readiness; simple tests; the six year mental level. (2) Activities for the prereading pupil in a rural school. (3) Specific and relative words; fundamental differences of treatment both in reading-recognition and spelling; recognition of specific words taught separately by matching exercises, blackboard commands, etc.: use of the articles "the" "a" "and" "an"; presenting new words; rentention of relative words in phrases or sentences; (4) Blackboard sentence reading; grouping, interpretation of thought, use of charts; transition from blackboard to book reading. (5) Seat work exercises. (6) Supplementary reading and readers. (7) Introduction of phonics as an aid to word recognition; development of phonetic analysis and synthesis. (8) Making illustrated dictionaries. (9) Silent reading; methods of conducting; methods of expressing, and of testing comprehension; dangers of excessive silent reading, faulty word recognition, and "skipping." (10) Oral reading; interpretation of idea and emotion; speech training, vocalization, pronunciation, inflection, etc. (11) Correction of faulty speech; letter substitutions; vowel omissions; stammering. (12) Child stories; types of stories; telling and reading by the teacher; reading by the pupil; methods of expression—dramatization, oral reproduction, drawing, modelling, etc.; inculcation of moral and social lessons. (13) Memorization; suitability of selections; purpose and methods. (14) Methods in graded and ungraded schools.

2. *Middle and Senior School.* (1) Oral reading; development of habits and skills, pronunciation, articulation, grouping, general rate, tone, body position, etc.; development of interpretative expression, changes in emphasis, inflection, pause, etc.; speech correction; oral reading lesson; class reading; combined literature and reading; audience reading—opening and closing exercises, continued story, current events, enterprise reports, etc.; choral reading, methods of conducting, uses and abuses; methods of dealing with new words. (2) Silent reading; intensive and extensive forms; methods of motivating; testing, and expressing comprehension; methods of increasing rate and pick-up; reading for pleasure and for purpose; combined silent reading and literature; correlation with other subjects; supplementary material. (3) Literature lessons; growth in ability to appreciate and interpret;

dealing with new words; use of dictionary; acquaintanceship with the author and setting as an aid to interpretation, as an incentive to wider reading; the selection as a whole, continuity of development, relation to life; the study of parts, information, imaginative picturing, aesthetic appreciation, style; methods of expression, dramatization, drawing, modelling, oral reading, etc.; poetry and prose. (4) The study of a novel (such as Ivanhoe) and a play (such as "As You Like it"), plot, significance of incidents, characterization, style. (5) Methods in graded and ungraded schools.

NOTE:—Few of the graduates of a Normal School will have charge of Fifth Classes. A minimum of time should be devoted to subsection (4) Methods of study should be such as are applicable to Fifth Classes in a rural school.

Books of Reference:

Programme of Studies.
The School Readers for the Grades.
Ontario Public School Manual: Primary Reading.
Ontario Public School Manual: Literature.
Amoss and DeLaporte: Training Handicapped Children (Chapter on speech correction).
Bates: Talks on the Teaching of Literature.
Clark: Interpretation of the Printed Page.
Gates: New Method in Primary Reading.
Gates: The Improvement of Reading.
Harrison: Reading Readiness.
Leonard: Essential Principles of Teaching Reading and Literature.
Luke: The Teaching of Reading by the Sentence Method.
MacClintock: Literature in the Elementary School.
MacPherson: The Study of English Literature.
Patterson: Teaching the Child to Read.
Slone: Silent and Oral Reading.
Storm and Smith: Reading Activities in the Primary Grades.
Tiegs: The Management of Learning in the Elementary Schools.
Tompkinson: The Teaching of English.
Watkins: How to Teach Silent Reading to Beginners.

COMPOSITION GRAMMAR AND SPELLING

1. *Primary School stage.*

(1) *Oral composition*: Informal conversations and talks to encourage natural expression; formal lessons—personal experiences, local objects, local events, reproduction stories, dramatization of stories and events, picture studies; language games to extend vocabulary, establish habits of correct usage, develop sentences sense, afford training in the courtesies and foster language readiness; importance of teacher's example.

(2) *Written composition*: Dangers of premature introduction—faulty spelling, faulty structure, negative attitude; transcription of specific words, of simple sentences; filling in blanks; completing sentences; answering questions; black-board development and transcription by pupil; oral development and writing by pupil, sentence by sentence in one sentence paragraphs; combining several one sentence paragraphs into a simple paragraph.

(3) *Spelling.* A habit forming subject demanding clear presentation, practice without error, final automatic establishment: prevention verses correction; no guessing, no faulty spelling; attention required to all written exercises; informal spelling as transcription (see subsection (2); formal spelling (see Canadian Speller Book I and Manual).

2. *Middle and Senior School.*

(1) *Oral Composition*: Development of paragraph sense by picture study, story reproduction and accounts of personal and local events; extemporaneous and prepared speeches, radio talks on current events, telephone conversations, business dialogues; participation in Junior Red Cross and other societies; debates; methods of extending vocabulary; correcting faulty speech and faulty usages.

(2) *Written Composition*: Continued development of the one paragraph composition; free writing, precautions used to avoid faulty spelling; method of developing the three paragraph composition from "before, now, and after" studies of pictures, local events and from the three incident type of reproduction story; free, three paragraph composition; topic outlines; essays; planning, replanning, and polishing compositions; methods of teaching social and business correspondence and forms; series of studies in punctuation; production of verse.

(3) Grammar begins as a nature study of language and progresses to a scientific study of language but always should be purposeful and applied; subject and predicate taught at first synthetically by matching and by completing half sentences, later analytically; similar treatment of sentence completions, name words, doing words, descriptive words, phrases and clauses, taking-the-place words, joining words, etc.; application of grammar to a rational understanding and use of language; the gradual change to technical terminology; incidental correlation with reading and other studies; the formal study of grammar in grade VIII and IX.

(4) Spelling: A study of methods as outlined in The Canadian Spellers, Books I and II and the Manual,.

Books of Reference:

The Canadian Speller: Books I and II: Manual.
Programme of Studies.
Ontario Public School Manual: Composition and Spelling.
Bates: Talks on the Writing of English.
Blaisdell: Ways to Teach English.
Dickie: Modern Practice in the Teaching of Composition.
Diltz: Models and Projects for English Composition.
Diltz and Cochrane: Sense and Structure in English Composition.
French: Writing.
Forester and Steadman: Sentences and Thinking.
Martin: English Practice.
Sampson: English for the English.
Sorelli: Words their Spelling, Pronunciation, Application.
Steel and Mustard: The King's English Series.
Trommer and Regan: Directing Language Power in the Elementary School Child.
Wield: Spelling under Topics.

LIBRARY METHODS

Use of card catalogues; reference books and periodicals; information and picture files; study of children's books; principles of selection of books; organization and administration of a rural school library; relation of the school library to the community; the library and the school course of study; care of books; demonstrations of library lessons with children.

Books of Reference:

Becker: Adventures in Reading.
Beust: Graded List of Books for Children.
Cram: A Dictionery Handbook.
Curry and Clippinger: Children's Literature.

Fay and Eaton: Instruction in the Use of Books and Libraries.
Ingles and McCague: Teaching the Use of Books and Libraries.
Kunitz and Haycraft: The Junior Book of Authors.
Mahoney and Whitney: Realms of Gold in Children's Books.
Rice: Lessons on the Use of Books.
Terman and Lima: Children's Reading.
Willison: Golden Treasury of Famous Books.

MATHEMATICS

1. *Primary School stage.* (1) Incipient mathematical relations through perceptual comparison, tall, taller, tallest, long, longer, longest, short, big, large, strong, heavy, more, etc. (2) Counting as an accompaniment to rhythmic action; 1-2-3, 1-2-3-4, 1-2-3-4-5-6, 6-7-8-9-10, 10-11-12-13-14, 14-15-16-17-18-19-20; need of permanent linkage; counting forward and backward by one, later by two to 6, 10, 20. (3) Number pictures; constant form, variable content; number symbols. (4) adding as abbreviated counting; counting a column of "ones" on the blackboard; counting by "twos", grouping the ones, using symbols, beginning at 4, 6, and 8; counting by fours, by threes, by fives, by twos from one; derivation of adding combinations from the counting series. (5) Subtraction as an add-to process. (6) Problems with material, money, etc. (7) Perceptual and imaginative problems.

2. *Middle and Senior School.* (1) Counting forward and backward by twos, fours, eights, threes, sixes, nines, sevens; addition combinations and extensions as derived from number series; adding practice.

(2) Subtraction as an add-to process using identical statements and similar form; multiplication as abbreviated addition, taught from the counting sequence in order, 5, 2, 4, 8, 3, 6, 9, 7; division as abbreviated subtraction employing the multiplication terminology; avoidance of algebraic symbols and philosophic terminologies. (3) Measures taught separately in order of familiarity, foot and pint, at 7-8; quart, inch, pound, at 8-9, etc.: actual and estimated measurement of real situations, of imagined situations. (4) Fractions taught first as parts of aggregates then as parts of units; decimals taught by the series method.

3. Characteristic mathematical abilities at successive mental levels in terms of mental problems:—

8-9: find change from 25c on 4c purchase?
9-10: if 2 cost 5 what will 6 cost?
10-12: if 6 cost 42 what will 8 cost?
12-14: if 2/3 cost 8 what will ¾ cost?
14-16: if 3 men cut 6 cords in 8 days, how long will it take 4 men to cut 7 cords?

4. *Problem-solving principles*:

(*a*) Literary and mathematical abilities are rarely identical. The difficulties of a pupil may be due to lack of literary ability in interpreting verbal questions.

(*b*) Problems should be presented at first concretely then imaginatively by drawings or language.

(*c*) Arithmetic cannot be taught as a series of topics, but as a series of increasingly complex aspects of topics.

(*d*) Begin the study of new presentations with round-about, primary solutions and gradually abbreviate.

(*e*) The written solution is an excellent literary exercise but may impede mathematical thinking.

(*f*) The need of preliminary estimation and final checking.

5. *Algebra.* Brief review of the course of study for grades IX and X with concurrent discussions of methods of presentation; arithmetic introduction to successive algebraic ideas; use of geometric illustrations; teaching methods in a rural school, Fifth Class.

6. *Geometry.* Brief review of the course of study for grades IX and X with concurrent discussion of methods of presentation; practical introduction through observation and construction; use of instruments: use of folding and superposition; empiric discovery of geometrical relations; practical application in problem solving; need of theoretical geometry because of limitations of empiric methods; analytic-synthetic method of dealing with propositions and deductions: grouping and relating of propositions.

Books of Reference:

Ontario Public School Manual: *Arithmetic.*
Programme of Studies.
Grade Arithmetics.
Jackson-Dean Crawford: General Mathematics Book I.
Lougheed-Warkman: General Mathematics Book II.
Ballard: Teaching and Essentials of Arithmetic.
Breslich: Problems in Teaching Secondary School Mathematics.
Brueckner: Diagnostic and Remedial Treatment in Arithmetic.
Godfrey and Siddons: The Teaching of Elementary Mathematics.
Roantree and Taylor: An Arithmetic for Teachers.
Schultz: The Teaching of Secondary Mathematics.
Smith: The Teaching of Elementary Mathematics.

SOCIAL STUDIES

1. *Primary School Stage.* (1) Biographies: Selected for their implied moral and social lessons; historic facts a fringe about some striking incident: methods of telling; methods of expressing—dramatization, mural drawings, modelling, etc. (2) Occupational activities: Selected from within the child's range of interest with a view to initiating an appreciation of the principles of social living, co-operation, work, exchange, etc.; methods of development, personal experiences, pictures, dramatization, excursions, assigned observation, etc. (3) Social services: Post office, hospital, jail, etc. (4) The neighbourhood: Development from personal experiences, assigned observations, excursions, pictures, etc.; the "growing" floor map, sand-table map or plasticine map; the corresponding "growing" blackboard map.

2. *Middle and Senior School.* (1) A review of the Social Studies course in grades III to VIII and of the History and Geography courses in grades IX and X with concurrent discussion and illustration of methods of presentation. (2) Teaching aims: The development of out-turned interests, right social attitudes, appreciation of the labour of others, neighbourliness, a loyal Canadian spirit, etc.; initial conceptions of the scientific principles of social living; organization of common information. It is noted that while absorbing outside interests are being planted and fostered in the Middle School courses, a broad band of native Canadian interests should be maintained by means of the study of current events, and by relating the unfamiliar to the partially familiar. (3) Methods of presentation: The story, development by questioning, discussion, library assignment, class excursion, investigation assignment, project, and enterprise forms; their variation and modification through successive grades; value and limitations; the combined method. (4) Presentation materials: Pictures, maps, globes, charts, graphs, posters, sketches, slides, movies, specimens; uses, values, and limitations. (5) Expressive materials: Murals, sand-table, plasticine, salt and flour, ground asbestos fibre, costumes, etc.; uses, values, and limitations. (6) Maps: Learning to read and write what is a new language; drawing a traced map of objects on a sheet to represent shapes, sizes, locations, names; map directions, horizontal,

upright, approximate scales; maps of the desk, room, yard, vicinity, and special maps; drawing to scale; map language. (7) Methods of presenting the History and Geography courses in grades IX and X to a Fifth Class in a rural school.

Books of Reference:

Programme of Studies: Grades I to VI, VII, and VIII, IX and X.
Ontario Public School Manuals: History, Geography.
Amoss: Play Story Geography: Canadian Neighbours: Canadian Neighbourhood.
Barnes: How Other People Live: The Teaching of Community Civics.
Cochrane and Wallace: This Canada of Ours.
Cornish: Geography of Commerce for Canadians.
Garnett: Fundamentals of School Geography.
Goldring: We are Canadian Citizens.
Jarvis: The Teaching of History.
Macpherson: Visual Aids in the Teaching of History.
Seeley: The Teaching of History.
Smith: Teaching Geography by Problems.
Tryon: The Teaching of History in Junior and Senior High Schools.
Wallace: A Study in Government: A Reader in Canadian Civics.

SCIENCE AND AGRICULTURE

Teaching aims: To develop out-turned interests, right attitudes toward living things, ability to observe accurately and think factually, a fund of common knowledge.

General methodology: Primary School, casual observation and examination with brief explanations; Middle and Senior Schools, controlled observation and examination with the establishments of causal relations among facts; Senior School, experimentation and the establishment of scientific principles.

1. *Primary School stage.* (1) Methods of conducting the class walk: the teacher's purpose; visiting the lawn, school garden, park, shade trees, snow drifts, etc. (2) Daily observation in the school room of window boxes, insect cages, aquaria, vivaria; construction and care of the same. (3) Methods of studying common phenomena, snow, frost, ice, rain, wind, moon, sun, buds, leaves, flowers, cocoons, etc. (4) Methods of keeping weather, plant, tree and bird calendars. (5) Teaching the care of plants, wild flowers, birds, etc. (6) Correlation with reading, composition, art, craft, etc.

2. *Middle and Senior School.*

(1) Science cannot be taught as a sequence of exhaustively treated topics, but as a sequence of increasingly complex aspects of topics.

(2) Equation of factual (scientific) thinking with successive mental ages, for example:—

Primary School: The seed is the plant baby.

Middle School:

(*a*) When the seed is put in the ground and watered it sprouts.

(*b*) Seeds require heat, moisture and air to sprout and grow.

Senior School:

(*a*) The seed is made up of starch albumen and germ. The seed absorbs moisture, swells, bursts its coat, etc.

(*b*) The seed is the fertilized egg cell and carries the characteristics of both original plants.

(3) Faulty teaching may be due to the overloading of juniors with scientific information, the premature introduction of laboratory science, the substitution of telling or reading for observation.

(4) *Methodology.* (*a*) Specimen study: Questioning to recall previous experience, to direct observation, to solve problem, to establish relations. (*b*) Assigned observations: Giving directions; recording observations: deriving conclusions. (*c*) The use of acquaria, vivaria, insect cages, window boxes, etc. (*d*) Library: Used as a stimulant to research; used to supplement factual study. (*e*) Projects: Making collections; feeding birds; making school garden; keeping records. (*f*) Correlation with other subjects, art, manual training, composition, etc.

3. *Senior School Grades IX and X.*

(1) A brief review of the courses of study in General Science grades IX and X with concurrent discussion of methods of presentation particularly in rural schools possessing little or no laboratory equipment. Few of the graduates from a Normal School will teach grades IX and X. Where a Fifth Class is present in a rural school it is usually advisable to substitute Agriculture for General Science.

AGRICULTURE AND HORTICULTURE

4. (1) *Soil and Soil Problem*: Composition of a loamy soil; types of soil and how formed; water holding capacity of different soils; the role of capillary water and of air in the soil; importance of drainage; the role of bacteria in soils; legume and nitrifying bacteria: depletion of plant food in the soil; use of crop rotations, manure, and fertilizers; sour or acid soil, cause, detection and correction; reference to the school garden soil in connection with the above topics.

(2) *Plant Studies*: Propagation and improvement of plants by natural and artificial means: germination tests and advantages of good seed; recognition of the seed of wheat, oats, barley and rye; recognition of common weeds; importance of destroying weeds before they go to seed: Weed Control Act.

(3) *Plant diseases*: Identification; life history and control of—apple scab, potato scab, black knot, corn smut, a stem rust of wheat.

(4) *Live Stock*: Recognition from colour and other characteristics of the common breeds of cattle, hogs, draught horses and sheep; value of live stock in farming; importance to people in relation to food, and to industries in providing raw materials.

(5) *Milk*: Composition and food value; observation of fat globules; the Babcock test; its principles and importance; pasteurization; care of milk from cow to consumer.

(6) *Poultry*: Recognition of six common breeds of chickens; egg grading and its purpose; incubation and rearing of chicks; use of commercial chicks feeds; value of poultry on the farm.

(7) *Gardening*: Educational value of school gardening: plans for home and school gardens including preparation of the soil, and selection of varieties of vegetables, flowers, and field crops; construction and operation of the hot-bed and cold frame; planting and care of bulbs for indoor and outdoor bloom; planting and care of fruit trees, bush fruits, strawberries, and rhubarb in the garden.

(8) *Improvement of School Grounds*: Preparation and planting of beds of annuals and perennial flowering plants; planting and care of ornamental shrubs; making and care of the lawn; destruction of weeds.

(9) *The School Fair*: Organization and place in the school programme.

Books of Reference:

Department of Education: *Programme of Studies, Grades I to VI; Grades VII and VIII.*
Department of Education: *Circular 56F, Courses in Agriculture.*
Bulletins of the Ontario and Dominion Department of Agriculture.
Bowers: General Science (Book I and II).
Brown: Teaching Science in the School.
Brure: Junior Science (Books I and II).
Comstock: Handbook of Nature Study.
Croxton: Science in the Elementary School.
Dawes and Sharp: Science.
Dearness: How to Teach Nature Study.
Hodge: Nature Study and Life.
Hunt and Andrews: Science (Books I and II).
Hofferd: Agricultural Science (in preparation).
Hutchinson: Agriculture for Public Schools.
Kinsey: Methods in Biology.
Ontario Public School Manuals: Nature Study; Agriculture and Horticulture.
Ontario High School Manual: Suggestions to Teachers of Science.
Partridge: Natural Science
Everyday Science (Books I and II).
Stevenson and Speer: Science in the New Education.
Trofton and Smith: Science in Daily Life.
Twiss: Principles of Science Teaching.
Westaway: Science Teaching.

ART, WRITING AND MUSIC

1.—ART.

(1) *General methodology*: The meaning and purpose of art; phases of art suitable for various grades; selection and arrangement of subject matter from the standpoint of the child's interest and capacity; mediums and modes of expression suited to the different stages in the child's development; careful study of materials available for the different grades; points to be considered in the valuation of the child's productions in art; individual criticism and class criticism; the correlations of art with other school activities.

(2) *Representation*: From the model and from memory; principles of perspective in relation to spherical, cylindrical, and rectangular solids; application of these principles in drawing objects and groups of objects; representation of distance by colour, size and position; light and shade; specimens from nature, such as grasses, twigs, flowers, trees, and simple landscapes; modelling; carving from soap, wax, plaster of paris, etc.

(3) *Illustration*: Original work from memory or imagination; illustration of games, occupations, nursery rhymes; scenes suggested by lines of poetry or incidents in stories (drawing children and adults from the pose and from memory); making puppets.

(4) *Colour*: Practical use of the standard colours and their intermediate hues: emphasis on the use of colour as an expression of thought and feeling; observation of colour harmonies in nature; application of knowledge of value, intensity, and of colour harmonies to all art and life.

(5) *Design and composition*: Application of the principles of design in the making of borders, all-over patterns, posters, and pictures; the naturalistic, conventional abstract and geometric types of units.

(6) *Lettering*: Single line capitals and small letters to be based on print script in early grades; all skeleton letters to be based on classic Roman proportions in higher grades; lettering should be uniform in all departments according to grade; block letters based on classic Roman proportions; Roman capitals; use of speedball and manuscript pens.

(7) *Art appreciation*: The study of a few masterpieces, including works of contemporary artists, from the standpoint of composition and the thought conveyed; the study of art in relation to life, the school, the community and to objects other than pictures; use of coloured reproductions; visits to art galleries and exhibits.

Books of Reference:

Ontario Public School Manual: Art.
Ackley: Marionettes.
Bacon: Pictures Every Child Should Know.
Furniss: Drawing for Beginners.
Lemos: The Art Teacher.
Hannah: Art in the Infant and Junior School.
McLennan: Children's Artist Friends.
Nicholas, Mawhood, and Trilling: Art Activities in the Modern School.
Raw: Modern Script for Schools.
Russel: The Child and His Pencil.
Sargent and Miller: How Children Learn to Draw.
Smyth: Primary Art in School.
Watson: Pencil Drawing.
Witt: How to Look at Pictures.

2.—WRITING.

(1) Advantages of print-script writing in the Primary School; relation to early muscular coordination, legibility, the teaching of reading.

(2) Steps in teaching print-script writing.

(3) Change over to cursive writing: age; time required; methods of making change.

(4) Writing practice: posture; pen-holding; position of paper for right and for left handed pupils; organization of exercises; counting for rythm; teaching letter forms; grouping of forms; uniformity and individuality; use of standard charts in judging writing.

(5) Necessity of constant attention to writing in all other subjects: prevention of scribbling; methods of checking.

Books of References

Ontario Public School Manual: Writing.
Conard and Stothers: How to Teach Print Writing.
Palmer: Handbook of Methods in Penmanship Instruction.
MacLean: The MacLean Method of Writing.

3.—MUSIC.

(1) *General methodology*: In supervised schools, teachers should be prepared to follow the method determined by the music supervisor; in unsupervised schools, the music activities should be confined to song singing, rhythmic response and appreciative listening.

(2) *Practice*: Rote songs; the study of many songs for each grade.

(3) *Voice Culture*: Practice in correct tone production, vowel formation, enunciation of consonants, breath control, correct intonation, with a view to presenting a suitable pattern for children.

(4) *Sight Singing*: Ear training, eye training, rhythmic training; notation sufficient to enable teachers to read at sight, with syllables and with words; simple music in staff notation, including naming key flats, placing the key note or "Doh"; adding syllables to a given melody, adding pitch names (letters) to a given melody, recognizing familiar melodies from staff notation, understanding the commonly used marks of expression.

(5) *Appreciation through listening*: The study of records suitable for rhythmic response and quiet listening.

(6) *Methods*: The child voice; preservation and development; the adolescent voice; non-singers, causes and treatment; rote songs, in unison and parts; when and how to introduce part singing; use of the pitchpipe in teaching songs; use of the phonograph in teaching songs; appreciation through listening; the rhythm band; correlation of music with other subjects.

NOTE:—Since teachers cannot be expected to develop in children an appreciation of the cultural and emotional values of music which they themselves have not experienced, it is desirable that where possible a choral society and an orchestra should be organized. Teachers-in-training should be encouraged to attend the better type of concerts and listen to worthwhile radio programmes.

(7) *Practical Test.* Teachers-in-training should be prepared, before the close of the school year, to demonstrate their ability to perform the following:

Sing (*a*) a major scale.
(*b*) a minor harmonic scale
(*c*) one rote song (own choice) suitable for any grade
(*d*) a short exercise or song in staff notation at sight.

Reproduce, on a monotone, a short rhythmic exercise.

Conduct any simple metre.

Books of Reference:

Departmental Circular: *Music in Rural Schools.*
Departmental Circular: *Music in Grade IX.*
Departmental Circular: *Introductory Course in Music Appreciation.*
Aherns: Mother Goose Rhymes in Rhythm.
Dann: Foresman, Fenwick: High Road of Songs, Books 1, 2.
Gordon V. Thompson, Ltd.: The Silver Book of Songs.
Hill: *The Singing Period, Rural Book.*
Hill: School Music.
Marshall: The New Canadian Song Series, Books 1, 2.
Marshall: The Pedagogy of School Music.
Hendry: Master of Music (Biography).
Rennie and Smith: Teachers' Handbook for Music Appreciation.
Rennie and Smith: Students' Notebook for Music Appreciation.
Rich: Music Appreciation Lessons.
Thompson, G. V. Ltd.: Portraits of Great Composers.
R. C. A. Victor Co.: Instruments of the Orchestra.
Waterloo Rhythm Band Method.

HEALTH AND PHYSICAL TRAINING

1. (1) *Purpose*: The preparation of the teacher to train the pupils to understand sufficiently the functions of the body that precautions may be taken to maintain physical health; to form good health habits; to know what to do in emergencies.

(2) *Personal hygiene*: Elementary physiology of the bodily framework, the digestive system, the circulatory system, the respiratory system, the nervous system, the muscular system, the skin, the eye, the ear, the hair, the teeth, the nails; precautions in the care of each of these parts of the body; effects of alcohol and tobacco on organs and functions; tests for defective sight, hearing, breathing; the teacher's duties with reference to these defects; development of health attitudes and health habits.

(3) *School hygiene*: School accommodation and surroundings in relation to health; duties of the teacher, pupils, trustees as determined by the provisions of The Ontario Public Health Act and Regulations.

(4) *Accidents and Emergencies*: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frostbite, sunstroke, heat, stroke, burns, bandaging.

(5) *Safety Instruction*: Prevention of accidents in the home, on the highways, in the school, on the playground.

Books of Reference:

Bailey and Coleman: First Book of Biology (Part on Human Biology).
Best and Taylor: The Human Body and its Functions.
Eastwood: Hygiene for Teachers and Students.
Gulick Series: Good Health, Emergencies, Town and City, Body at Work.
Health Series of Physiology and Hygiene: Health, Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.
Turner: Principles of Health Teaching.
Department: Health, a Handbook of Suggestions.

PHYSICAL TRAINING

2. (1) *Purpose*: The preparation of the teacher to train the pupils to form habits of correct posture, muscular control, suppleness, and gracefulness of movement; to enjoy physical exercises, singing games, folk dances; to play competitive games with skill and good sportsmanship.

(2) *Introductory*: Aims of physical education; its hygiene; value of formal gymnastics, singing games, folk dances, competitive games; dress suitable for exercises; calisthenics; drill.

(3) *Activities*: How to obtain and maintain good posture; common defects in posture and means of correction; order movements; as many as practicable rhythmical exercises and group activities outlined in the Syllabus of Physical Training for Schools, 1933; methods of teaching; correction of faults; grouping of exercises; suitable rhythmic exercises, games, and gymnastics for the various grades; singing games, rhythmic steps, folk dances; indoor and outdoor games, basket ball, soft ball, volley ball, soccer football; athletic training: correct form in running, broad jump, high jump; classification for athletic events; arrangement of field days; recreational leadership; games and activities for mixed adult community groups.

Books of Reference:

Syllabus of Physical Training for Schools, 1933.
Anderson and McKinley: An Outline of Physical Education.
Bancroft: Games for Playground, Home, School and Gymnasium.
Brandreth: Canadian Book of Games.
Burchenal: Dances of the People; Folk Dances and Singing Games.
Jarman: Physical Training Through Organized Games.
Kirk: Rhythmic Games and Dances for Children.
La Salle: Rhythms and Folk Dances for Elementary Schools: Play Activities for Elementary Schools.

Neilson and Van Hagen: Physical Education for Elementary Schools.
St. John's Ambulance: First Aid to the Injured.
Bartlett: Junior Athletics.

MANUAL TRAINING AND HOME ECONOMICS

NOTE:—The full course will be taken by both men and women teachers-in-training.

A. MANUAL TRAINING

Review of the course of studies for Grades I-VIII with concurrent discussion of methods of presentation.

1. *Grades I and II.*

Paper Work—Freehand folding, tearing and cutting including
(1) 16 square fold,
(2) Balanced fold,
(3) Geometric fold (*a*) 3 fold
(*b*) 4 fold
(*c*) 6 fold.

Weaving—in paper.
Modelling—in clay and plasticine from (*a*) sphere,
(*b*) cylinder.

2. *Grades III and IV.*

Paper Work—continued, with cardboard models based on the square and rectangle, using the rule with measurement of 1″ and ½″, and the set square. Cut-outs for use in the 'sand-table'.
Weaving—wool, cord, raffia, cloth strips, using simple cardboard loom or spool.
Modelling—with plasticine or more advanced forms as animals, birds, etc.

3. *Grades V and VI.*

Cardboard—loose-leaf covers, hard and soft, for scrap books, etc. Small models involving use of compasses, set squares, and rule to measure ⅛″, ¼″ and 1″.
Weaving—basketry.
Woodwork—thin woodwork.
Modelling—in salt and flour.

4. *Grades VII and VIII.*

Woodwork—Truing up stock
Coping saw work
Thin woodwork
Lumber common to the shop
Paint and enamel
Nails and screws.
Minimum equipment, its use and storage.
Modelling—salt and flour map work.
Drafting—simple orthographic projection.

Books of Reference:

Ontario Teachers' Manual: Manual Training.
Baxter: Paper and Cardboard Construction.
Benton: Pictorial Paper Cutting.
Campbell: Paper Toy Making.
Dobbs: First Steps in Art and Handwork.
Lester: Claywork.
Marten: Manual Training Play Problems.
Noyes: Handwork in Wood.
Sargent: Modelling in Public Schools.
Swannel: Paper Modelling.

HOME ECONOMICS

1. *Nutrition and Foods.*

Classification, uses, sources, and factors affecting individual food requirements; the purpose in the diet of water, milk, fruits, vegetables, cereals, eggs, cheese. Lunch box: planning, preparing, packing, care. Preparing and serving suitable dishes for the school lunch: cocoa, fruits, vegetables, cream soups, creamed dishes. Preparing and serving a tea or evening lunch for a community function.

2. *Home Management.*

Application of principles involved in the care and use of equipment suitable for preparing and serving a rural school lunch: stoves, cupboards, utensils, glass, silver, china, linen, cleaning equipment; storage of food at school; disposal of waste at school.

Recognition of a pupil's responsibility toward cleanliness in the home, in the school, on the street and in public places.

3. *Textiles and Clothing.*

Recognition of common fabrics used for clothing and household purposes; characteristics of fibres used in construction of fabrics, their source, use and value for clothing and household articles; the appreciation and understanding of fundamental processes involved in the construction of fabrics—spinning, weaving. Selection of suitable clothing for occasion and weather; care of clothing, daily, weekly, and seasonal.

4. *Handicrafts.*

Sewing equipment: its selection and care. Application of simple processes such as seams, plain, overhanded; hems, hand hemmed, decorated by simple stitches; the above processes applied to such articles as may be selected by the teacher; darning and sewing on fastenings; weaving; knitting; crocheting.

Books of Reference:

Bailey: Meal Planning and Service.
Balderston: Housekeeping Work Book.
Bonser and Mossman: Industrial Arts in Elementary Schools.
Clark, Quigley: Etiquette Junior.
Dean and Middleton: Junior Home Economics.
Department of Education, Toronto, Ontario:
Ontario Teacher's Manual—Household Science in Rural Schools.
Ontario Teacher's Manual—Household Management Sewing Manual.
Department of Education, Victoria, British Columbia:
Foods, Nutrition and Home Management Manual.
Dobbs: First Steps in Weaving.
Dryad Publications: Handicrafts.
Friend and Shultz: First Book in Home Economics—Clothing.
Friend and Shultz: First Book in Home Economics—Food.
Greer: Chemistry for Boys and Girls.
Hayes, Irwin: Good Manners for Girls.
Kenyon and Hopkins: Junior Clothing.
Kenyon and Hopkins: Junior Foods.
McBride and McGowan: Fabrics and Clothing.
Minter: Modern Needlecraft.
Pattinson: Canadian Cook Book.
Rose: Teaching Nutrition to Boys and Girls.
Small: How to Know Textiles.
Trilling, Williams and Reeves: Problems in Home Economics.
Van Duzer: Everyday Living for Girls.

Bulletins:

Better Buymanship Bulletins—80 Richmond St., Toronto.
Canadian Welfare Council Bulletins, Parliament Bldgs., Ottawa.
Department of Agriculture, Parliament Bldgs., Ottawa.
Department of Agriculture, Parliament Bldgs, Toronto.
Life Insurance Bulletins.
Pamphlets and Magazines.